



TENNESSEE DEPARTMENT OF

EDUCATION

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Business Communications

Primary Career Cluster:	Business Management and Administration
Consultant:	Joy Smith, (615) 532-6248, Joy.Smith@tn.gov
Course Code(s):	TBD
Prerequisite(s):	None
Credit:	1
Grade Level:	10 - 12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Business courses.
Programs of Study and Sequence:	This is the second course in the <i>Administrative and Information Support</i> program of study.
Necessary Equipment:	Computer laboratory
Aligned Student Organization(s):	DECA: http://www.decatn.org ; FBLA: http://www.fbla.org Sarah Williams, (615) 532-2829, Sarah.G.Williams@tn.gov
Coordinating Work-Based Learning:	If a teacher has completed work-based learning training, appropriate student placement can be offered. To learn more, please visit http://www.tn.gov/education/cte/wb/ .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml

Course Description

Business Communications is a course that prepares students for oral and electronic business communications in the 21st century including social media as well as developing skills in electronic

publishing, design, layout, composition, and video conferencing. Emphasis will be placed on social media, design and digital communications. Students will review and practice successful styles and methods for professional business communications using the proper tools to deliver effective publications and presentations. Standards in this course are aligned with the Tennessee Common Core State Standards in English Language Arts and Literacy in Technical Subjects.*

Program of Study Application

This course is the second course in the *Administrative and Information Support* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Business Management and Administration website at

<http://www.tn.gov/education/cte/BusinessManagementAdministration.shtml>.

Course Standards

Communication Components

- 1) Demonstrate compliance with the school's ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources. (TN CCSS Reading 3)
- 2) Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening. (TN CCSS Reading 1, 2, 5, 6; TN CCSS Writing 4, 5, 8, 9)
- 3) Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers. List specific techniques for effective communications and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques. (TN CCSS Reading 4; TN CCSS Writing 9)
- 4) Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as:
 - a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative).
 - b. Recognize manifestations of tension, and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating).
 - c. Practice various interactions and conflict resolution strategies by participating in role-play exercises and structured controversies, allowing students to model positive/supportive behaviors that respect varying perspectives and viewpoints of others and yield consensus decision-making.(TN CCSS Reading 1, 8; TN CCSS Writing 2, 8)



Digital Citizenship

- 5) Create a rubric for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric. (TN CCSS Reading 1, 8; TN CCSS Writing 1, 4)
- 6) Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation employing to demonstrate the implications of the topic on society, as well as business and industry. (TN CCSS Reading 1, 2; TN CCSS Writing 2, 4, 5, 6, 8)
- 7) Compile significant points regarding courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page that includes the topics of
 - a. Message priority (urgent, normal, or low)
 - b. Consent to share (property rights)
 - c. Confidential or sensitive information (privacy)
 - d. Message formatting (fonts, color, case, informal abbreviations, emoticons)(TN CCSS Reading 1; TN CCSS Writing 2, 4, 5, 6)

Business Writing

- 8) Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following:
 - a. Employing word processing and simple spreadsheet programs
 - b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure
 - c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names
 - d. Using acceptable business language, vocabulary, acronyms
 - e. Writing for social media
 - f. Writing for the internet(TN CCSS Reading 1, 6; TN CCSS Writing 2, 4, 5, 6)
- 9) Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement for a local business in formats appropriate for at least three different social media/networking tools. (TN CCSS Reading 1, 2, 7, 9; TN CCSS Writing 4, 5, 6)
- 10) Construct a basic website to deliver a message, sell a product, or highlight a student organization writing both informative and persuasive text. Include engaging images and hyperlinks to subpages created to further explain. For example, to promote the launch of a new product for a local business, a web site should attractively present the product and encourage the viewer to click links that lead to more details on product features. (TN CCSS Reading 2, 3, 4, 7; TN CCSS Writing 2, 4, 5, 6)



Desktop Publishing

- 11) Create, adjust, and publish business document projects to typographic standards:
 - a. Using word processing or desktop-publishing software
 - b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space
 - c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats
 - d. Inserting and formatting merged graphic elements, such as charts, photos and artwork, and text embellishments
 - e. Incorporating editing and revision markings to incorporate desired changes by the author/editor(TN CCSS Reading 3, 4; TN CCSS Writing 6)
- 12) Configure and send typographic output for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations. (TN CCSS Reading 3, 4; TN CCSS Writing 2, 4, 6)
- 13) Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and / or graphic editing software. (TN CCSS Writing 6)

Oral Communications

- 14) Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the following expectations:
 - a. Appropriate for various audiences and purposes
 - b. Delivered with enthusiasm and appropriate body language
 - c. Structured to guide the listener to the desired objective or response
 - d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence
 - e. Revised based on peer feedback(TN CCSS Reading 1, 2; TN CCSS Writing 4)
- 15) Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action. (TN CCSS Reading 1, 2, 6; TN CCSS Writing 2, 7)
- 16) Plan, prepare, and conduct a short business meeting, including following-up after the meeting. Write an agenda, develop and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation and summarizing key takeaways and action items. (TN CCSS Reading 2; TN CCSS Writing 4, 6, 7, 8)
- 17) Promote, organize, and practice creative problem-solving using the brainstorming approach, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping.



Virtual Meetings

- 18) Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online conferencing system).
- a. Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes and follow-up.
 - b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda.
 - c. Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features to maximize audience interaction.
 - d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication.
- (TN CCSS Reading 3, 6; TN CCSS Writing 4, 6)
- 19) Plan, organize, schedule, and conduct a web videoconference or simulation with one or more distant parties using computer conferencing tools (e.g., webcams, high-speed Internet, computer)
- a. Prepare an overall agenda for the web conference, outlining the planned exchanges of information, positioning and appearance of people, and switching between video sources (e.g., webcams, document cams, and other imagery).
 - b. Follow the agenda to complete the web-meeting exchange, either single-handedly or as part of a team.
 - c. Use effective communication and engagement strategies (such as effective meetings facilitation) to encourage active participation by all parties connected to the meeting.
 - d. Save, and edit if needed, a short audio/video recording of the web meeting for later publication.
- (TN CCSS Reading 3, 6; TN CCSS Writing 4, 6)

Career Activities

- 20) Prepare an electronic portfolio
- a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages).
 - b. Including a professionally formatted résumé and other supporting documents such as cover letter and application.
 - c. Packaged on a suitable media (e.g., CD, DVD, memory stick, web site).
- (TN CCSS Writing 4, 5, 6)
- 21) Conduct a job search of positions in one or more career areas of interest using tools such as <https://www.jobs4tn.gov> and other online employment resources; complete a job application; participate in mock interviews with partner businesses and/or through participation in a student organization event. (TN CCSS Reading 3; TN CCSS Writing 4)
- 22) Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person. (TN CCSS Reading 1, 2)



Standards Alignment Notes

*References to other standards include:

- TN CCSS Reading: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN CCSS Writing: [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.

